

# How Is The University ?



LOCOMOTIVE TESTING LABORATORY  
UNIVERSITY OF ILLINOIS

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## HOW IS THE UNIVERSITY?

TWO years ago and one year ago as the servant of the people it was my duty to set before you the hard conditions under which the University of Illinois was doing its work on account of the great increase in students and slowing up of building caused by the war. Through your representatives in the legislature you undertook to remedy the situation by a liberal increase in the appropriation to your University for operating and for buildings. Although the amount received was not what, as the responsible head of the institution, was in my judgment the minimum necessary to accomplish the purpose, it afforded great relief and the University gladly and cheerfully accepted your decision and set to work to do the best it could.

### Money Saved

TO help relieve the need for more room, \$90,000 were appropriated for a three story addition to the Transportation Building. Work on this was begun in the middle of July and the building was occupied the last week of September. This rapid work was possible because the *construction was under our own close supervision* and every means was used to save time and money. As a result, the work is completed at a cost of \$10,000 less than the appropriation. That is, we have saved \$10,000 of the \$90,000 appropriated and it remains in the Treasury. It is our fixed plan to make every dollar go as far as possible and to use no more of an appropriation for a specific purpose than is absolutely necessary.

### Staff and Its Pay

THE total number on the payroll of the University this year is 1465, including 141 on part time. Of these, 987 are on the *teaching and administrative staff* and 481 are on the *clerical and other staff*. The total amount paid to regular staff and employees in salaries and wages for the year is \$2,830,036, showing an average of \$2,136 for everybody on the payroll on full time basis, and of \$2,630 for those on the instructional and administrative staff.

It is not true that we are losing good men because of lack of money, though good men are continually promoted to places in other institutions. The faculty and administrative staffs of the University of Illinois rank with any similar institution in the world. Indeed, they outrank many.

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BURRILL AVENUE—A CAMPUS STREET  
UNIVERSITY OF ILLINOIS

## Attendance Increased by About the Average Annual Ten Per Cent

THE total registration for the year is 10,627 *bona fide* resident students, an *increase* over last year of 1,134. By colleges, it is:

	1920-21	1921-22
Liberal Arts and Sciences.....	2535	2786
Commerce.....	1841	2063
Education.....	137	291
Engineering.....	1662	1737
Agriculture.....	1135	1036
Music.....	117	101
Law.....	128	130
Library.....	30	41
Graduate School.....	421	551
Medicine (Chicago).....	313	355
Dentistry (Chicago).....	229	204
Pharmacy (Chicago).....	208	265
Summer Session (excluding duplicates, those who attended the winter session).....	750	1089
<i>Total net enrollment for the year (excluding duplicates).....</i>	<i>9493</i>	<i>10627</i>

The great increase in college and university attendance is due undoubtedly to the stimulus given by the war to young people for more education and to the campaign fostered throughout the country the past two years to "stay in school" and "go to college." The *movement will be permanent* and provision must be made to meet it.

## Numbers and Standards

THE increasing enrollment in the University is regarded by some as showing a *lowering* of standards. This is not so. *The colleges and universities have not lowered their standards, but there are more boys and girls able to meet them.* While the *population* of the country increased about 68 per cent in the twenty years preceding 1918, *college and university attendance* in the country increased about 139 per cent, and in the past twenty-eight years the

secondary school enrollment has increased about 710 per cent. Population is greater and a larger proportion of high school pupils are entering college. If it costs *one dollar* to do a public service when *ten people* are involved, we must expect to pay perhaps up to *two dollars* when the same service has to be performed for *double the number* of people. *We cannot expect to educate a growing number at the same or less expense.*

## Increasing Expenditures

MUCH is said and written about the increased expenditure on education. The *expense is not increasing faster* than the number of boys and girls to be educated. The *percentage of increase for educational purposes* is far less than the percentage of increase in *enrollment*. The question for the country to decide is whether we want to provide higher education for as many of our children as want it. *We cannot lessen expenditure for education* and at the same time *increase the number to be educated*. All we can do, and this we should do, is to see to it that the *utmost economy* compatible with the best work is observed.

## Is the University Too Large?

ALTHOUGH there are not enough class rooms and laboratories to permit of a schedule which provides the use of many rooms to the best interest of the *student health*, the classes as now conducted are *not overcrowded*. They are still *large*, but *no one* has yet been excluded.

The statement has been frequently made of late that the student body is already too numerous and too unwieldy for the highest and best results in the work of educating. This statement is made by those who are simply impressed with the total attendance. It is not a correct view. *The University is neither too large nor unwieldy*. The mere fact that its enrollment is 10,000 does not prove either point. The statement might be more correct if the whole 10,000 were a *homogeneous body* in the sense that they were *all taking the same subjects*. But the University of Illinois is made up of *ten or more colleges and schools*, each with its own curriculum. There is only *one* study that all freshmen students must take and therefore only *one* subject in which they must be brought together as a *homogeneous group*. That is first year Rhetoric or English. Aside from this, the largest single group is about 2,700 in Arts and Sciences, which is a *smaller number than many independent colleges of arts and sciences in the country*.

Again, the University is no larger than, indeed is smaller than, many *European universities* in the past and today. They were not broken up because they were *too large or unwieldy*. Still further, a large

number simply requires a better organization. If the best work can be done in a *class of twenty-five*, all that is necessary is to have *staff and space enough to divide the large number into classes of twenty-five*. There is no less efficiency in teaching such a class, whether it is one of a hundred similar classes *held at the same place on the same day* or one of a hundred similar classes held in *different institutions on the same day*. But *there is an economy* in handling large numbers with proper organization instead of scattering them over the State.

The educational work of the different colleges *could not be carried on* if the students were distributed in other places; for *nearly every student* in every college of the University takes some subject in the curriculum of *some of the others*, and each of these colleges furnishes early in the course some of the technical or special work needed for the different degrees.

## Should We Have Branch Universities?

**N**O. The *overhead expense is less* if all are in one institution. The *spirit* of the body of students is better; there is *inspiration* in putting students with different life aims in the same class; there is *unity of ideals* and a greater inspiration for all concerned. *If the time ever comes* when the number of students seeking admission cannot find proper places to live or a point is reached, which seems to me hardly conceivable, when there will be economy in duplicating overhead and equipment, then it will be time to discuss branch institutions. That time is far in the future.

## The University Finances

**T**HE legislature passed appropriations for the University aggregating \$5,250,000 per annum. This amount was reduced to \$4,430,000. Considered by itself, the sum seems large. Considered from the standpoint of the *burden of the individual*, it is trifling. It amounts to *one and three tenth cents per capita per week*. Considered as an *investment* and set off against *contributions by the University to the State's welfare*, it is really a minus quantity.

Of the more than two hundred million dollars the people of Illinois paid in *general property taxes* in 1921, *more than nine-tenths remained in the localities for local purposes*. Less than *ten cents* on the dollar went for appropriations by the state legislature for all state purposes, *including the University*.

## Building Programs Elsewhere

The University of Illinois building program *has not for several years* kept pace with the needs of her students, nor with those of some of the universities of her sister states in the Central West. For the

biennium 1921-23, the following amounts were appropriated for building purposes:

Michigan (University & Agricultural College).....	\$5,790,000
Ohio State (including Agricultural Experiment Station).....	2,415,000
Illinois.....	1,500,000
Kansas (not including agriculture).....	1,290,000
Minnesota.....	1,120,000
Iowa (University & Agricultural College)	937,000

## Whose Is The University?

IT belongs to *you, the people of Illinois*. Some people talk and write as if the University officers, in asking for appropriations, were seeking *personal favors*. *This is not true*. As I have often said, it is no more to me, as a citizen, than to any other person of Illinois whether the University is *worthy of the State*.

Others call the University "a burden to the taxpayers of the State." *Everything* for which we have to pay is, in a sense, a *burden*. *But an institution which, like the University, returns so much to the State is not in a true sense a burden*. Our taxes for street lighting, highways, and every other public purpose, which are *far greater than those for the University*, are a burden *only* if we do not get back from them in service what we put into them. *Education is an investment, not a burden*.

## The Future of the University

IN *your* hands, my fellow citizens, and not in mine, lies the *future of the University*. The *welfare of Illinois* is dependent on the higher education of a *growing number* of future citizens and on the *prosecution of research and discovery* in all lines to promote progress in *economic, political, and social life*. The responsibility is *yours*, not mine. My responsibility is to tell you honestly what the University needs to make it efficient.

DAVID KINLEY  
President



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